

**Grade 5** ccss LIT



# The Private Eye® Project

Looking / Thinking by Analogy

*Grade 5*

The Private Eye® aligned with Common Core State Standards

for English Language Arts

& Literacy in History/Social Studies, Science, and Technical Subjects



## The Private Eye® and the Common Core — Correlations for Grade 5

### Correlations Key

Center column: Correlations to *The Private Eye* process and program explained.

Right column: Lesson examples from ***The Private Eye — (5X) Looking / Thinking by Analogy: A Guide to Developing the Interdisciplinary Mind***; Kerry Ruef (The Private Eye Project, 1992, 1998, 2003).

NOTE: In these pages, “TPE core process and lessons” is shorthand for the following sections in *The Private Eye* guide: *Part II: Process and Tools*, (especially pp. 16-17, 22-30); *Part III: The Interdisciplinary Mind Close-up*, (especially pp. 38-52, 51-59); and *Part V: Curriculum Tour*, (especially pp. 84-91).

### Introduction

- *The Private Eye* is an acclaimed, hands-on process and program that builds attention to detail and analogical thought. It accelerates creativity, critical thinking, and literacy across subjects. It also accelerates scientific literacy. “Thinking by analogy” — or metaphoric thinking — is considered by neuroscientists to be the core of cognition. It’s the engine that, revved up, accelerates and refines learning. With The Private Eye approach, you efficiently rev up this engine and watch students excel.
- You begin with simple questions, everyday objects, and a jeweler’s loupe (also called an eye loupe—a magnification tool) to meet individual and anchor standards as you develop the habits of mind and skills of writer and reader. In the process, with no extra effort, you’ll concurrently develop the habits of mind of artist, scientist, mathematician and social scientist. Students journey into the drama and wonder of looking closely at the world, thinking by analogy, changing scale and theorizing. They observe, investigate, write, read, speak, listen, draw, theorize and conduct research projects. *The Private Eye* inquiry process almost instantly levels the playing field. With simple tools, so called “regular” students think, act, write, and interpret as “gifted” kids. The process leads into extended lessons, skill instruction, and project-based learning. Students discover that learning is thrilling, that their minds are powerful and easily tapped, and that school is a place where creative and scholarly work are one.
- In Language Arts, a 5X jeweler’s loupe is a porthole of wonder — to stimulate close observation and metaphoric thought. Everyday objects become stunning new worlds. In tandem with The Private Eye Questions, the loupe smashes cliché thinking and sets the questions orbiting in the mind long after the loupe is put away.
- The Private Eye boosts students in: language and vocabulary acquisition; generating opinions supported with evidence; creating and interpreting figurative language; reading and analyzing text; writing across content areas (e.g., students create detailed informational pieces, and narratives that are highly descriptive); and more. Students make connections and inferences with ease.



**A Final Note:** The Private Eye is a powerful tool for developing figurative language. But “figurative language” is not *just* “figurative language” — to be saved for a few standards. Metaphors and similes are the “heavy lifters” of literacy! They provide fresh connections and insights; they express themes, add precision, color and details, engage the reader or listener’s imagination, make settings, events and characters come to life. Making a metaphor or simile (thinking by analogy) is an act of close observation and mental comparison. Given that metaphors and similes are compressed analogies, and that analogical thinking is the root of thinking, indeed the root of language itself, making and understanding metaphors and similes needs to be a year-round pursuit. The Private Eye makes this pursuit easy and riveting for students.

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**Reading Standards  
for Literature, Grade 5**  
— a selection —


***The Private Eye — (5X) Looking / Thinking by Analogy***  
*A Guide to Developing the Interdisciplinary Mind*

**Reading &  
Literature**




The Private Eye develops comparative thinking, attention to detail, and inference-making. After applying TPE Questions to investigating objects, students apply TPE Questioning strategy to reading, comprehending, and analyzing literature. Students create and read their own TPE writing and the writing of their peers — then link to literature and texts, or visa versa. They *read* to learn more about a loupe-study object. The loupe-analogy writing process links to content and themes in the reading curriculum, e.g., reading “a forest” poem connects to a loupe-analogy study of pinecones, branches, lichens, moss. In all this, students practice reading and making meaning. With repetition, students transfer the attention to detail, sensitivity to language, and inference-making process developed during TPE writing and discussion into a rich understanding of literature and non-fiction texts.


<b>(RL) Key Ideas and Details</b>	<b>The Private Eye Correlation</b>	<b>Lesson Examples</b>
<p><b>RL.5.1</b> Quote accurately from a text when explaining <b>what the text says</b> explicitly and when <b>drawing inferences</b> from the text.</p> <p><b>RL.5.2</b> Determine a <b>theme</b> of a story, drama, or poem from <b>details in the text</b>, including how <b>characters</b> in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> 	<p><b>RL. 5.1 and RL.5.2</b> With TPE sequence of questions and loupe-work, students become detail-conscious, at ease with both literal <i>and</i> figurative language, and learn a simple strategy for <b>making inferences</b> and “theories” that works as well for reading text as for “reading” objects.</p> <p>In order to find and quote accurately details and examples in text that reveal <b>inferences, theme and character</b>, students need to comprehend both non-figurative and figurative language. The figurative language — metaphors and similes the author chooses — is not merely colorful. Authors use metaphors and similes alongside literal language to help describe a character’s looks, movement, speech, feelings, and how a character responds to challenges. Authors use figurative as often as literal language <b>to reflect upon a topic and to reveal and reinforce the author’s theme.</b></p> <p>Students can first examine <b>themes, supporting details, and inferences</b> in their own TPE writings (poems and stories). They <i>transfer</i> TPE <b>inference-making</b> strategy to <b>comprehending and analyzing text</b>, with guidance and modeling from adults. “What else a text reminds them of (in their own lives, in other books and films, in history, etc.)” helps students to analyze what a text means ... and to propose candidates for <b>the theme</b> of a text. TPE Questions help students find the best choice for <u>why</u> <b>a writer has written a given piece.</b></p>	<p><b>TPE core process (Part II, III, V) Part II: Process and Tools, Part III : The Interdisciplinary Mind Close-up; Part V: Curriculum Tour</b></p> <p>“Analogy Anatomy”, p. 42 (gives a quick look at why metaphors and similes are actually compressed analogies.)</p> <p>“Your Hand”, pp. 84-91</p> <p>“Preview the Private Eye Process” pp. 16 -17</p> <p>“The Intelligent Private Eye: Why did it remind me of <i>that?</i>” pp. 38-39</p> <p>“Your Hand” pp. 84-91</p> <p>“Sandwich Poem” p. 105</p> <p>Part V. Writing and Language Arts Tour: pp. 110- 121</p> <p>“Spider Lore”, pp. 116-117</p> <p>“Analogy Acrobats”, pp. 118-119              —To Set a Scene              —To Present Characters              —To Conceive Plot</p> <p>“Poetry’s Hardware”, p. 110 (Use Langston’s Hughes poem, “Mother to Son” discuss theme based on details in text.)</p> <p>“The Great Analogy Hunt”, p. 111</p> <p>“Multicultural Superheroes” p. 200 (including “A dragon by inference, by analogy”)</p>

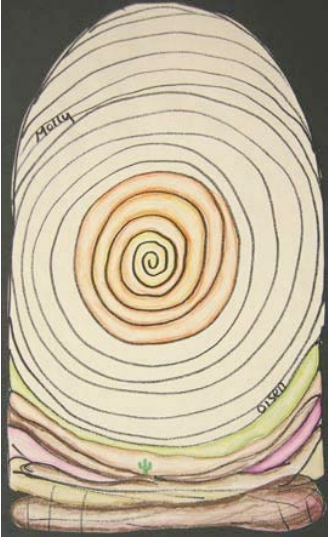

(RL) Key Ideas and Details (con't)	The Private Eye Correlation	Lesson Examples
<p><b>RL.5.3 Compare and contrast two or more characters, settings, or events</b> in a story or drama, drawing on <b>specific details</b> in the text (e.g., how characters interact).</p>	<p>The Private Eye develops a habit of comparing one thing to another. Students use the first two Private Eye Questions focused for literature to <b>compare and contrast characters, settings, landscapes and themes of stories, dramas, poems</b>. To compare <b>characters</b>, for example, students choose a character and begin by asking: “Who else does this character remind me of — in the story/drama?” Then, the second TPE Question: “Why did this character remind me of the other?” — which forces students to explain their thinking with the linking word “because”. Students then cite details in the text as they build their explanation for what two characters share in common.</p> <p><b>Setting:</b> “What else does this setting remind me of— in the story or drama? And why did it remind me of that?” <b>Event:</b> What else does this event remind me of?” “Why?” (Students move into thesis building with the 3<sup>rd</sup> and 4<sup>th</sup> TPE questions.)</p> <p>“<b>Specific details in text</b>” include both <b>figurative and literal language</b>. TPE helps students develop an ease using and distinguishing both, which creates a bridge to understanding and analyzing the work of professional authors. An author’s use of figurative language — the metaphors and similes — is not decorative. Metaphors and similes typically reveal and reinforce the author’s theme or thesis, reveal character, describe a landscape, create a setting or scene, and foreshadow and compress plot. As students become comfortable writing their own “texts” using TPE prompts, ask them to use one object (or even two) to create <b>two events, two landscapes or even two characters</b> in a story or drama — then discuss <b>similarities and differences</b>. And in time, model for students how to use or expand their analogies (in the form of metaphors and similes) to reinforce <b>one theme or issue</b>.</p>	<p><b>TPE core process (Part II, III, V) Part II: Process and Tools, Part III : The Interdisciplinary Mind Close-up; Part V: Curriculum Tour</b></p> <p>“Your Hand”, pp. 84-91</p> <p>“Preview the Private Eye Process” pp. 16 -17</p> <p>“The Intelligent Private Eye: Why did it remind me of <i>that</i>?” pp. 38-39</p> <p>“Slugs, Snails, and Puppy Dog’s Tails”, pp. 157-159 (easy to adapt for 5<sup>th</sup> grade!)          —Compare and Contrast Helix (snail) / Us          —Compare and Contrast Helix (snail) / Slug          —Writing from Helix’s Perspective</p> <p>Part V. Writing and Language Arts Tour: pp 110- 121</p> <p>“Analogy Acrobats”, pp. 118-119          —To Set a Scene          —To Present Characters          —To Conceive Plot</p> <p>“The Big Analogy Book”, p. 118</p> <p>“Writers and readers: two sides of the same coin” p. 118</p> <p>“Mythology: Mythologies express in analogy, in metaphor, what people universally need and want...” p. 109</p> 


<b>(RL) Craft and Structure</b>	<b>The Private Eye Correlation</b>	<b>Lesson Examples</b>
<p><b>5.RL.4</b> Determine the <b>meaning of words and phrases</b> as they are used in a text, <b>including figurative language such as metaphors and similes</b>.</p>	<p>As students use TPE process, they express ideas, thoughts and feelings <b>in figurative language such as metaphors and similes (compressed analogies)</b>. They expand these with non-figurative language.</p> <p>They explore how one word or phrase is like another, so that word derivation discussions arise. As students create loupe-analogy lists and expand them, they discover double-meanings and word play, which helps students “get” such meanings when they read professional writing.</p> <p>As students generate individual Private Eye writings and read classmates’ writings (text), they gain fluency in <b>understanding the meaning of words and phrases and the relationships between phrasings</b>.</p> <p>E.g., “like fur” can also be stated as the adjective “furry” — having the characteristics (the look and feel and function) of fur.</p> <p>“Herculean” is an adjective that means “like Hercules” — i.e., having the characteristics of Hercules.</p> <p>Students who use TPE easily learn to compress the characteristics of an object — or of a character or hero — into phrasing variations that move from “like _____” to the adjectival metaphor/descriptor, e.g., “Protean.”</p> <p><b>The Private Eye process serves as a bridge to determining the meaning of words and phrases — including figurative language — in text by professional authors.</b></p>	<p><b>TPE core process (Part II, III, V) Part II: Process and Tools, Part III : The Interdisciplinary Mind Close-up; Part V: Curriculum Tour</b></p> <p>“Analogy Anatomy”, p. 42 (gives a quick look at why metaphors and similes are actually compressed analogies.)</p> <p>“Preview the Private Eye Process” pp. 16 -17</p> <p>“The Intelligent Private Eye: Why did it remind me of <i>that</i>?” pp. 38-39</p> <p>“Your Hand” pp. 84-91</p> <p>“Analogy Options” p. 111</p> <p>“The Great Analogy Hunt” p. 111</p> <p>“Structural Experiment and Structural Analysis” p. 110</p> <p>“Mythology: Mythologies express in analogy, in metaphor, what people universally need and want...” p. 109</p> <p>“The Duties of a Superhero” p. 109</p> <p>“Superheroes: Male or Female?”, p. 109</p>


<b>(RL) Craft and Structure (con't.)</b>	<b>The Private Eye Correlation</b>	<b>Lesson Examples</b>
<p><b>5.RL.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure</b> of a particular story, drama, or poem.</p>	<p>Teachers have their students go back and forth between reflecting on their own Private Eye texts: poems, stories, memoirs, and nature writings — including <b>how a series of stanzas, scenes, or chapters fits together to provide the overall structure</b> of a particular story, drama, or poem — and how a professional author has done it.</p> <p>The professional author’s work then enlarges a student’s understanding of what’s possible in her own writing — and students’ experiments with craft and structure create a sensitivity and prepared mind for understanding and analyzing the work of professional writers. Students learn from each other’s experiments and from professional writers a range of structural options stories, poems, dramas, with lively discussion along the way.</p> <p><b>E.g. Structure / Stanzas:</b> A student has written a poem of 10 lines (E.g., “A Hand Poem”, pp. 84-91, or a “Sandwich Poem”, p. 105). Ask: “What if you put an empty space between every two or three lines in your poem, creating groups or sets of lines — which are called “<b>stanzas</b>”? How does this affect the way you read and interpret the poem? Does the empty space signal to “pause a bit” longer between the end of one set of lines and the reading of the next set? How might this affect the feeling or meaning of the poem?” “ Experiment with creating various line breaks and spacing that might make your poem more interesting.</p> <p><b>E.g. Close, Closer, Closest:</b> (Page 104, TPE book) Students can organize a piece of writing about an object based on moving from natural vision to 5X to 10X view, with new analogies at each change of scale. Each stanza or paragraph represents a piece of the overall structure.</p>	<p><b>TPE core process (Part II, III, V) Part II: Process and Tools, Part III : The Interdisciplinary Mind Close-up; Part V: Curriculum Tour</b></p> <p>“Preview the Private Eye Process” pp. 16-17</p> <p>“The Intelligent Private Eye: Why did it remind me of <i>that</i>?” pp. 38-39</p> <p>“Your Hand” pp. 84-91</p> <p>“Sandwich Poem” p. 105</p> <p>“Close, Closer, Closest”, p. 104</p> <p>“Analogy Options” p. 111</p> <p>“Analogy Power”, p. 110</p> <p>“Mythology and Superheroes, Part 3”, p.109</p> <p>“Structural Experiment and Structural Analysis” p. 110</p> <p>“Poetry’s Hardware”, p. 110</p> <p>“Planet Urchin”, p. 107</p> <p>“Spider Lore”, p. 117</p> <p>“Analogy Acrobats — Literature, Journalism, Communications”, pp.118-119</p> <ul style="list-style-type: none"> <li>— To Set a Scene</li> <li>— To Present Characters</li> <li>— To Conceive a Plot</li> </ul> 




(RL) Craft and Structure (con't.)	The Private Eye Correlation	Lesson Examples
<p><b>5.RL.6</b> Describe how a narrator's or speaker's <b>point of view influences how events are described</b>.</p>	<p>Point of View (POV) in CCSS includes more than just 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person narration, it also includes a narrator's perspective on life (beliefs, values, experiences that shape how one views the world). Fifth grade brings a greater emphasis on <i>perspective</i> than in earlier grades.</p> <p>To help students better understand both — and how an author's <b>point of view influences how events are described</b> — TPE process creates a bridge to understanding. After sharing and discussing models of professional writers, have students run their own point of view experiments in TPE writings. <b>Shift from 1<sup>st</sup> person to 3<sup>rd</sup> person. Shift perspective</b> at the same time: E.g.:</p> <p>1) Students create text using TPE. Have them generate a loupe-analogy list about an object (e.g., a flower and a rock), and then expand it into a piece of writing in which the object (snail, the rock, or the flower) is speaking and describing events of a day from their own point of view. 2) Now write from a 3<sup>rd</sup> person narrator point of view in relation to that object. How do the pieces change depending on "who" you are?</p> <p><b>Shifts in POV Perspective:</b> Students create text using TPE. Have them generate two loupe-analogy lists about two different kinds of objects (e.g., a flower and a rock), and then expand them into how each one "sees" the world on a typical day.</p> <p>Or imagine a snail describing his day at a tiny animals schools vs. a cricket. The snail hates to be rushed. The cricket is always fidgeting and singing. etc.. Consider reading aloud some of <i>A Joyful Noise</i> (each insect "talks" about a typical day from its own POV).</p> <p>Or: students write from the point of view of having been shrunk to one inch high. They have to navigate the events at home and school vs. a "normal" day.</p> <p>Students' POV exercises serve as bridges to investigating POV in literature.</p>	<p><b>TPE core process (Part II, III, V) Part II: Process and Tools, Part III : The Interdisciplinary Mind Close-up; Part V: Curriculum Tour</b></p> <p>"Preview the Private Eye Process" pp. 16-17</p> <p>"The Intelligent Private Eye: Why did it remind me of <i>that</i>?" pp. 38-39</p> <p>"The 36 Week Plan — Point of View", p. 102</p> <p>"Memoirs / Autobiography Snapshots", p. 114</p> <p>"Memoirs of a Grasshopper: Point of View" p. 107</p> <p>"Spider Lore", p. 117</p> <p>"Planet Urchin", p. 107</p> <p>"Slugs, Snails, and Puppy Dog's Tails", pp. 157-159 (easy to adapt for 5<sup>th</sup> grade!)</p> <ul style="list-style-type: none"> <li>—Compare and Contrast Helix (snail) / Us</li> <li>—Compare and Contrast Helix (snail) / Slug</li> <li>—Writing from Helix's Perspective</li> </ul> <p>"The Incredible Shrinking You", p. 182</p> <p>"The Fingerprint and Oral Histories", p. 198</p> <p>"What Am I?", p. 24 (write a "What Am I?" Poem from 1<sup>st</sup> person and 3<sup>rd</sup>)</p> 

(RL) Integration of Knowledge & Ideas	The Private Eye Correlation	Lesson Examples
<p><b>RL.5.7</b> Analyze <b>how visual and multimedia elements contribute</b> to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p> 	<p>The Private Eye process develops visual thinking alongside verbal thinking.</p> <p>Students typically loupe-analogy write about an object — and loupe-draw the object. (E.g., A fingerprint writing is paired with a loupe-drawing of the fingerprint, often enlarged into artwork in various media.) The goal, though, is to generalize TPE questioning strategy and thinking for year-round use, beyond use of the loupe and objects.</p> <p>Students create their own visual/verbal products using TPE, but they also <b>loupe-draw objects referred to in the text of a professional story or drama</b>. Or, they can ask and draw “What else the story reminds them of” — to create a <b>drawing analogous in meaning to the story</b>, character, etc.</p> <p>This TPE attention to detail and analogy-making groundwork helps students understand <b>how visuals and multi-media contribute literal or analogical/metaphoric connections</b> — sometimes both — to a text.</p> <p>As students experience and discuss how their own detailed illustrations raise curiosity, complement factual knowledge, add layers of mystery, or help grab a reader’s attention, they are prepared to give a more nuanced analysis of professional integration of visuals or multimedia to enhance a reader’s experience of text.</p> 	<p><b>TPE core process (Part II, III, V)</b> <i>Part II: Process and Tools, Part III : The Interdisciplinary Mind Close-up; Part V: Curriculum Tour</i></p> <p>“Preview the Private Eye Process” pp. 16-17</p> <p>“Drawing as Close Observation” pp. 26-27</p> <p>“Units Spinning off ‘Your Hand’” p.91</p> <p>“Art across-the-Curriculum” pp. 123-138</p> <p>“Critique ... As a final step in the loupe-draw-analogy process...” p. 135</p> <p>“Your Hand” pp.84-91</p> <p>“The Simple Touch” (fingerprints) pp. 136-137</p> <p>“Sandwich Poem” p. 105</p> <p>“Children’s Book”, p. 135</p> <p>“Design from Nature” p 134</p> <p>Various Multicultural Projects. pp. 202-204</p> <p>“The Fingerprint and Oral Histories”, p. 198</p> <p>“Huxwhukw Mask”, p. 203</p> <p>“Maki-e”, p. 202</p> <p>“Totems and Talismans”, p. 203</p>

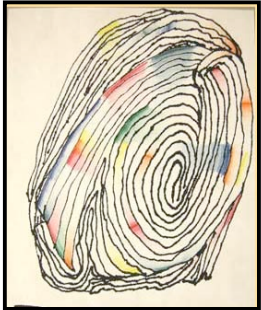

<b>(RL) Integration of Knowledge &amp; Ideas (con't.)</b>	<b>The Private Eye Correlation</b>	<b>Lesson Examples</b>
<p><b>RL.5.9 Compare and contrast stories in the same genre</b> (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> 	<p>To “think by analogy” is to compare and contrast one thing with another, i.e., to look for similarities and dissimilarities between things, events, people, stories, behaviors, topics, etc. This is the thinking TPE develops. With practice, students generalize the process.</p> <p>The teacher guides students, using the basic TPE Questions, into <b>comparing and contrasting themes and topics</b> in literature of the <b>same genre</b>, starting with: “What else does this theme or topic remind me of in other mysteries? In other adventure stories? In other memoirs? In other mythologies? In other poems? In poems from other cultures?” And so on.</p>	<p><b>TPE core process (Part II, III, V) Part II: Process and Tools, Part III : The Interdisciplinary Mind Close-up; Part V: Curriculum Tour</b></p> <p>“Preview the Private Eye Process” pp. 16-17</p> <p>“Mythology: Mythologies express in analogy, in metaphor, what people universally need and want...” p. 109</p> <p>“The Duties of a Superhero”, p. 109</p> <p>“Superheroes: Male or Female”, p. 109</p> <p>“Superheroes of Real Life”, p. 109</p> <p>“Multicultural Superheroes”, p. 200</p> <p>“Huxwhukw Mask”, p. 203</p> <p>“Maki-e”, p. 202</p> <p>“Totems and Talismans”, p. 203</p> <p>“Tyi Wara – Using Symbols, Analogies, to Focus Energy”, p. 204</p>
<b>(RL) Range of Reading / Level of Text Complexity</b>	<b>The Private Eye Correlation</b>	<b>Lesson Examples</b>
<p><b>RL.5.10</b> By the end of the year, <b>read and comprehend literature, including stories, dramas, and poetry</b>, in the 5–6 text complexity band proficiently.</p>	<p>TPE teaches students how to use their personal experience to <b>comprehend stories, drama and poetry</b> written by professionals or peers. It evokes and trains students in core analytical / analogical thinking and provides scaffolding for critiquing professional works.</p> <p>With teacher guidance, students link their own literary efforts to professional examples of literature — or use professional examples to inspire their Private Eye creations.</p>	<p><b>TPE core process (Part II, III, V) Part II: Process and Tools, Part III : The Interdisciplinary Mind Close-up; Part V: Curriculum Tour</b></p> <p>“Your Hand” pp. 84-91</p> <p>“The 36 Week Plan” / “Literature and Journalism” p.102</p> <p>“Structural Experiment and Structural Analysis” p. 110</p> <p>“Analogy Power” p. 111</p> <p>“The Great Analogy Hunt”, p. 111</p> <p>“Spider Lore” pp. 116-117</p> <p>“Analogy Acrobats — Literature, Journalism, Communications”, pp.118-119</p> <p>“Superheroes, Mythology, Real Life” p. 108</p>

<p><b>Reading Standards for Informational Text</b> Grade 5 — a selection —</p>	<p><b><i>The Private Eye — (5X) Looking / Thinking by Analogy</i></b> <i>A Guide to Developing the Interdisciplinary Mind</i></p>	
<p>Reading for Informational Text </p>	<p>With TPE, students become detail-conscious, at ease with both literal <i>and</i> figurative language, and learn a simple strategy for asking and answering questions that works as well for understanding texts as for understanding objects. As students engage in loupe-exploring an object in detail for writing and drawing, they develop an itchy curiosity to learn more — to read <i>information</i> connected to their object. Private Eye lessons address multiple reading goals — integrated with writing and critical thinking skills.</p>	
<p><b>(RI) Key Ideas and Details</b></p>	<p><b>The Private Eye Connection</b></p>	<p><b>Lesson Examples</b></p>
<p><b>RI.5.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>With TPE questions and loupe-work, students become <b>detail-conscious</b> and learn a <b>simple strategy for making inferences</b> and “theories” that works as well for reading informational text as for “reading” objects.</p> <p><b>To interpret and quote accurately details and examples</b> in text that reveal inferences, theme and character, students need to comprehend both non-figurative and figurative language. The figurative language — metaphors and similes the author chooses — is not merely colorful. Authors use metaphors and similes alongside literal language to help describe a character’s looks, movement, speech, feelings, and how a character responds to challenges. <b>Authors use figurative</b> as often as <b>literal language to reflect upon a topic</b> and to <b>reveal and reinforce the author’s theme</b>.</p> <p>Students can first <b>examine themes, supporting details,</b> and inferences in their own TPE writings. They <i>transfer</i> TPE critical thinking, <b>inference-making</b> strategy to <b>comprehending and analyzing text</b>, with guidance and modeling from adults. “What else a text reminds them of (in their own lives, in other books, in films, in history, etc.)” helps students <b>to analyze what a text means ...</b> and to propose candidates for <b>the theme</b> of a text. TPE Questions help students find the best choice for <u>why a writer has written a given piece</u>.</p>	<p><b>TPE core process (Part II, III, V)</b> <i>Part II: Process and Tools, Part III : The Interdisciplinary Mind Close-up; Part V: Curriculum Tour</i></p> <p>“Preview the Private Eye Process” pp. 16-17</p> <p>“The Intelligent Private Eye: Why did it remind me of <i>that?</i>” pp. 38-39</p> <p>Part V. Writing and Language Arts Tour, pp. 100-121</p> <p>“Analogy Acrobats — Literature, Journalism, Communications”, pp.118-119</p> <p>(Given that “writers and readers are two sides of the same coin”, use the lessons and notes here applied to readings. Ask students: In this text, which metaphors and similes, and which overall comparisons, give clues to the main idea or thesis of the piece?)</p> <p>“The Great Analogy Hunt”, p. 111</p> <p>“The Great Analogy Hunt continues”, p. 121</p> <p>“Thinking by Analogy: Titles / Headlines”, p. 120</p> <p>(Did the title give a clue to the author’s theme or main idea in the piece?)</p>





(RI) Key Ideas and Details (con't.)	The Private Eye Connection	Lesson Examples
<p><b>RI.5.2 Determine two or more main ideas</b> of a text and explain how they are <b>supported by key details</b>; summarize the text.</p> 	<p>In informational text, authors use literal alongside figurative language — including metaphors and similes — <b>to express and support main ideas.</b></p> <p><b>Main ideas</b> of a piece are not simply the topic(s) — e.g., “Cabbage”. The main idea is what an author (professional or student) <i>thinks</i> about a topic or wants to convey about a topic. One or more main ideas often arise out of novel comparisons and/or are supported by comparisons. E.g., “Cabbage is a superhero among vegetables”. The author then explains why the cost, nutrients, and preparation make this vegetable superior. A second main idea could be: “Cabbage should be a frequent addition to our diet.”</p> <p>This excerpt (below) from <i>National Geographic Kids</i> (online) supports the article’s <b>main idea</b>: Bottlenose Dolphin Communication is fascinating. But the passage supports an additional main idea: that dolphins are complex creatures. Notice how <b>key details</b> (facts) about dolphin communication are expressed in figurative language:</p> <p>“Their moans, groans, squeaks, whistles, and grunts can sound as if they’re a heavy metal band. But bottlenose dolphins make their own kind of music. Many of the sounds they make could be imitated by holding a balloon tightly by the neck, then letting the air out faster and slower.”</p> <p>As students use The Private Eye, they <b>generate their own ideas and supporting details for creating informational texts</b>. They discover that comparisons <i>are</i> ideas. Comparisons may also provide descriptive details that support a main idea. When students explain why one thing reminds them another, they are adding more key details to support the main idea. E.g., “Ants are like little dinosaurs. They have a bony outside and scary jaws. Their eyes seem cold. They often live in a jungle of grass.”</p> <p>Students can read their own and each other’s TPE writings and determine the main ideas. This serves as practice and a bridge to finding and expressing the main ideas and supportive key details in texts by professionals.</p> <p>With practice, students <i>transfer</i> TPE critical thinking, <b>idea-making strategy to comprehending and analyzing text</b>, with guidance and modeling from adults.</p>	<p><b>TPE core process (Part II, III, V)</b></p> <p>“Preview the Private Eye Process” pp. 16-17</p> <p>“The Intelligent Private Eye: Why did it remind me of <i>that?</i>” pp. 38-39</p> <p>“Sandwich Poem” p. 105</p> <p>To help students recognize <b>main ideas and key details</b> when reading... students can write a longer “Sandwich Poem” or sandwich prose about a loupe-studied topic. Students can read each other’s TPE writings to help determine the main idea(s). Sometimes the main idea is simply: “What else _____ reminds me of.” Or, from the list of comparisons, a student might choose <b>one idea</b>, e.g., “Ants are like little dinosaurs”, to be the main idea of a text that she elaborates on, adding <b>supportive key details</b> to explain or support her main comparison. Sometimes the main idea is simply: “This wild sunflower has an intricate architecture.” Or: “Traveling on Planet Hand is an adventure.” But students can create <b>two or more main ideas</b>: “This wild sunflower has an intricate architecture and also in important role in the ecosystem.”</p> <p>“Memoirs / Autobiography Snapshots” pp. 114-115</p> <p>Students can read each other’s TPE writings to help determine the <b>main ideas and key details</b>. When students write a short “Memoir” stimulated by a loupe-studied object, they naturally generate ideas/ comparisons/ connections around which to build text. “What else does this object remind me of in my past? In my life? In my family? E.g., The focus is not, in this case, the object prompting memories, but what the object reminds the student of: “Me” or “My Life” or “My Autobiography” or “My Past” or “My Summer Camping Trip” or “My Grandfather”.</p> <p>The <b>main idea of each paragraph will shift with the focus</b>: A piece on a grandfather might have paragraphs that use the object to recall characteristics of the grandfather: his looks; his bravery in war; shared fun.</p> <p>“Thinking by Analogy: Titles / Headlines”, p. 120 (The title can give a clue to the main idea of a text.)</p>

<b>(RI) Key Ideas and Details (con't.)</b>	<b>The Private Eye Connection</b>	<b>Lesson Examples</b>
<p><b>RI.5.3 Explain the relationships or interactions</b> between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text <b>based on specific information in the text.</b></p>	<p>TPE teaches students to <b>notice relationships — to notice the underlying similarities or characteristics</b> shared between things, people, events, patterns, concepts — as a habit of mind. Students begin with loupe-studying objects, then transfer the thinking habits to reading text, to making sense of events around them, to understanding history, to inventing solutions to problems, and more.</p> <p>Use The first Private Eye Question, broadened, to <b>find and analyze relationships or interactions</b> between people, events, ideas or concepts by asking...“What else does <u>this</u> person, event, concept, etc., remind me of in <u>that</u> person, event, concept, etc.?” After generating a list of possibilities, students proceed to the next TPE Question to explore and explain the underlying similarities and differences: “Why did it remind me of that?” — which leads them to <b>give and cite specific information in the two texts.</b> “It remind me of ____ <i>because</i>...” They use the next two TPE Questions, returning to their analogy lists (lists in the form of metaphors and similes) for clues on what the overall idea, intent, meaning, structure, etc., of each piece — to ferret out more relationships.</p>	<p><b>TPE core process (Part II, III, V) Part II: Process and Tools, Part III : The Interdisciplinary Mind Close-up; Part V: Curriculum Tour</b></p> <p>“Preview the Private Eye Process” pp. 16 -17</p> <p>“The Intelligent Private Eye: Why did it remind me of <i>that</i>?” pp. 38-39</p> <p>“Barnacles and Other Strong Attachments”, pp. 152-154</p> <p>Compare one system to another: Scanning Electron Microscope Photographs — one of brain tissue neurons and dendrites, the other of a computing chip’s “neurons and dendrites”. pp. 170-171</p> <p>“The Inventor”, p. 166 (Read aloud or give students copies of the 1<sup>st</sup> Paragraph of the “Alfred Wegener” section and the 1<sup>st</sup> paragraph + 1<sup>st</sup> sentence of the next paragraph. Ask students: What are the underlying relationship in the way the two inventors were thinking?</p> <p>“Biomimetics: Nature as Engineer”, pp. 167-168</p> <p>“Tech Prep”, p. 168</p> <p>“Architecture and Engineering” — A School for Architects p. 169 — Arches, Posts &amp; Beams</p>
<b>(RI) Craft and Structure</b>	<b>The Private Eye Correlation</b>	<b>Lesson Examples</b>
<p><b>RI.5.4. Determine the meaning of general academic and domain-specific words and phrases</b> in a text relevant to a grade 5 topic or subject area.</p>	<p>Conversations about text and ideas — and the words and phrases used, including academic and domain-specific words and phrases — are typically animated because students find the overall TPE process so engaging. <b>Clarifying the meanings of words and their usage</b> is both challenging and enjoyable.</p> <p>Link science and social studies readings to TPE objects to explore. This close-up, first hand encounter really revs up understanding and “<b>absorption</b>” of <b>academic and domain-specific words and phrases.</b></p>	<p><b>TPE core process (Part II, III, V)</b></p> <p>“Preview the Process”, pp.16-17</p> <p>“Animal Coverings: The Fabulous Body Suit”, pp. 160-161 — Adapt and connect this unit to science or other informational text reading. Link also to “Your Hand” pp.84-91</p> <p>“Barnacles (and Other Strong Attachments)”, pp. 152-154 Use as a model for how to link TPE to academic and domain-specific words in text.</p> <p>Connect various scientific, engineering, social studies readings to TPE component. E.gs of subjects to explore in TPE book: “Slugs, Snails &amp; Puppy Dog’s Tails”, p. 157-159; “Biomimetics: Nature as Engineer”, pp. 167-168; “Architecture and Engineering” p. 169; “Huxwhukw Mask”, p. 203</p>

(RI) Craft and Structure (con't)	The Private Eye Correlation	Lesson Examples
<p><b>RI.5.5. Compare and contrast the overall structure</b> (e.g., chronology, <b>comparison</b>, cause/effect, problem/solution) of events, ideas, concepts, or information <b>in two or more texts.</b></p>  	<p>Just as they have noticed underlying similarities or characteristics shared between two objects using TPE, students now use The first Private Eye Question, broadened for textual analysis of structure: <b>“What else does the structure in <u>this text</u> remind me of in <u>that text</u>? What else? What else?”</b></p> <p>The first TPE Question extends to <b>comparing any and all structural devices</b>: chronology, comparison, cause/effect, problem/solution. The second Private Eye Question pulls students into analysis: “Why did it remind me of that?” — which forces them to examine and explain the underlying structural similarities and differences shared between texts.</p> <p>For groundwork, students need to understand the forms comparisons can take. Using TPE students practice <b>making their own detailed comparisons</b> about objects — in the form of metaphors and similes. They use their comparisons in structural, conceptual descriptive, and explanatory ways — <b>then transfer this insider experience to understanding and analyzing the structural roles</b> in professional text.</p> <p>E.g., From a loupe-analogy list students choose one comparison expressing an idea and write a piece exploring that concept/connection.</p> <p>E.g., <b>“Sandwich Poem”</b> and Comparisons: Students who write a “sandwich poem” or “sandwich prose” (p. 105, TPE book) will more easily spot such “framing” or circular <b>structures</b> that begin and end in the same place, <b>filled with comparisons</b> as in a “sandwich”.</p> <p>E.g., Students who have written a “Close, Closer, Closest” piece of writing will have yet another <b>structure</b> easy to spot (p. 104, TPE book).</p>	<p><b>TPE core process (Part II, III, V) Part II: Process and Tools, Part III : The Interdisciplinary Mind Close-up; Part V: Curriculum Tour</b></p> <p>(Students typically answer the first TPE Question by naturally forming metaphors and similes—which are <b>comparisons</b>. Metaphors and similes are compressed analogies, parables and allegories are extended analogies. See p. 16, 25, 42, TPE book.)</p> <p>“Preview the Private Eye Process” pp. 16 -17</p> <p>“The Intelligent Private Eye: Why did it remind me of <i>that</i>?” pp. 38-39</p> <p>“Structural Experiment and Structural Analysis: poems across ages and stages — from student to professional, from poet to speaker / leader”, p. 110</p> <p>“Analogy Power”, p. 110</p> <p>“Sandwich Poem” / sandwich prose), p. 105</p> <p>“Close, Closer, Closest”, p. 104</p> <p>“Analogy Anatomy”, p. 42</p> <p>“Analogy Options”, p. 111</p> <p>“The Great Analogy Hunt”, p. 110</p> <p>“Analogy Acrobats”, pp. 118-119</p>

<b>(RI) Craft and Structure (con't)</b>	<b>The Private Eye Correlation</b>	<b>Lesson Examples</b>
<p><b>RI.5.6 Analyze multiple accounts of the same event or topic</b>, noting important <b>similarities and differences</b> in the point of view they represent.</p>	<p>TPE teaches students <b>what it means to pay attention to detail</b> and to <b>notice similarities and dissimilarities</b> between things, people, events, topics, etc. Students learn to look for the underlying characteristics shared (and not shared) between things / people/ events/ concepts — including <b>multiple accounts of the same event or topic and the point of view they represent</b>.</p> <p>Use The first Private Eye Question, broadened, to <b>find and analyze important similarities and differences</b> between multiple accounts of the same event or topic: "What does the account of <u>this</u> topic or event remind me of in <u>that</u> account? What else? What else? What else?" Compare facts, details, method of presentation, texture, tone (feeling), and overall conclusions of the accounts. "</p> <p>Students then proceed to the next TPE Questions to explore and explain the underlying similarities and differences, asking: "Why did it remind me of that?" — which forces them to <b>give and cite specific information in</b> the two texts. "It remind me of _____ <i>because...</i>"</p> <p>They use the remaining TPE questions to get at the underlying messages, to draw inferences about the underlying <b>point of view</b> in multiple accounts of the same event or topic.</p> <p>Students both create texts they analyze and apply TPE thinking strategy to analyzing professional texts.</p> <p><b>Multiple accounts of the same topic</b> / Student texts: For this activity, have some or all students create their loupe-analogy lists about the same thing (e.g., their own hands, fabric, leaves, popcorn). During or after sharing aloud, have students discuss how lists / observations were similar or differed — and what that might tell us about the speaker's point of view: experiences, values, beliefs. This activity provides a springboard-analogy for reading and discussing multiple professional texts about basically the same topic. Students can go on to write informational pieces combining facts and analogies to create a finished essay.</p> <p><b>Student vs. Professional:</b> Try having students create a TPE-inspired poem, then compare to a professional's poem on same topic.</p>	<p><b>TPE core process (Part II, III, V)</b> <i>Part II: Process and Tools, Part III : The Interdisciplinary Mind Close-up; Part V: Curriculum Tour</i></p> <p>"Preview the Private Eye Process" pp. 16 -17</p> <p>"The Intelligent Private Eye: Why did it remind me of <i>that</i>?" pp. 38-39</p> <p>"Sandwich Poem" / sandwich prose), p. 105</p> <p>"Your Hand" pp.84-91</p> <p>"Structural Experiment and Structural Analysis: poems across ages and stages — from student to professional, from poet to speaker / leader", p. 110</p> <p>"Analogy Acrobats", pp. 118-119</p> <p>"Beginnings and Ends", p. 121</p>



<b>(RI) Integration of Knowledge &amp; Ideas</b>	<b>The Private Eye Correlation</b>	<b>Lesson Examples</b>
<p><b>RI.5.9. Integrate information from several texts</b> on the same topic in order to <b>write or speak</b> about the subject knowledgeably.</p> 	<p>Using TPE process, students begin by writing a loupe-analogy list about an object of interest — which will be the subject of their inquiry and which they'll write or speak knowledgeably about. Next, students research read information about their object from several texts. Students now <b>integrate 3+ facts from 3+ texts with 3+ analogies from their loupe-list to create an essay or oral presentation — a knowledgeable and lively portrait of their subject.</b></p>	<p><b>TPE core process (Part II, III, V) Part II: Process and Tools, Part III : The Interdisciplinary Mind Close-up; Part V: Curriculum Tour</b></p> <p>“Your Hand”, pp.84-91  “Expand the Bones”, p.104  “Totems and Talismans” p. 203  “The Nature Essay”, p. 108 (+ weave in facts from 1-2 sources)  “Adopt a Seed” or “Adopt a Tree”, p. 144 (+ weave in facts from 1-2 sources)  “Barnacles and Other Strong Attachments”, pp. 152-154  “Dusty Miller and Cousins”, p. 147</p> <p>(NOTE: For member of PSU Course: This standard is met in the lessons: “Pizza Pizzazz” and “3+3+3 Lively Portrait”.)</p>
<b>(RI) Range of Reading / Level of Text Complexity</b>	<b>The Private Eye Correlation</b>	<b>Lesson Examples</b>
<p><b>RL.5.10</b> By the end of the year, <b>read and comprehend informational texts, including history/social studies, science, and technical texts</b>, at the high end of the grades 4–5 text complexity band independently and proficiently.</p>	<p>The investigation of objects up close and personal with TPE process drives student interest in <b>reading texts about that object to learn more — including history/social studies, science, and technical texts.</b> Students move fluidly into research reading, weaving this research into class discussions and into essay writing that includes descriptions, comparisons and inferences drawn from their initial analogy lists.</p> <p>TPE evokes and trains students in core analytical / analogical thinking to improve comprehension and provide scaffolding for critiquing professional works.</p>	<p><b>TPE core process (Part II, III, V) Part II: Process and Tools, Part III : The Interdisciplinary Mind Close-up; Part V: Curriculum Tour — Introduction, pp. 79-99;</b></p> <p>“Writing and Language Arts Tour”, pp. 100-121;  Art Tour, pp.122-138;  Science Tour, pp. 139-171;  Social Sciences and Multicultural Tour, pp.195-207</p> 

**Reading Standards:  
Foundation Skills / Grade 5**  
— a selection —

***The Private Eye — (5X) Looking / Thinking by Analogy***  
*A Guide to Developing the Interdisciplinary Mind*

**Foundation Skills**



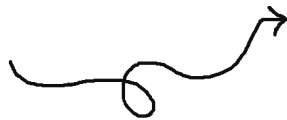
Helping students gather, elicit and discuss ideas is central to The Private Eye (TPE) process. Students record their ideas, reflections, observations, and inferences in their “bones-for-poems, stories, essays, memoirs” — then expand them into full pieces. The process enables teachers to naturally incorporate specific goals in **phonics, grammar, and reading aloud**.

Phonics and Word Recognition	The Private Eye Correlation	Lesson Examples
<p><b>RF.5.3.</b> Know and <b>apply grade-level phonics and word analysis skills</b> in decoding words.</p> <p><b>RF.5.3.a.</b> Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) <b>to read accurately unfamiliar multisyllabic words</b> in context and out of context.</p>	<p>RF.5.3. (5.3.a) Students <b>apply grade-level phonics and word analysis skills</b> to read poetry and prose they’ve written with The Private Eye process. They <b>read their work aloud</b> to the class. They also <b>read aloud or silently a classmate’s work</b> during sharing and peer editing. And they read Private Eye student work posted in the classroom. Short or long, these student-created texts are authentic texts that students write and read (code and decode). This gives students a critically important bridge to identifying with authors and to reading texts in books, magazines, etc.</p>	<p><b>TPE core process (Part II, III, V)</b> <i>Part II: Process and Tools; Part III: The Interdisciplinary Mind Close-up; Part V: Curriculum Tour</i></p> <p>“Preview the Process: Loupe-Look with Questions and Write” pp.16-17</p> <p>“Your Hand” pp. 84-91</p> <p>“Sandwich Poem” p. 105</p>
Fluency	The Private Eye Correlation	Lesson Examples
<p><b>RF.5.4.</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>RF.5.4.a.</b> Read on-level text <b>with purpose and understanding</b>.</p> <p><b>RF.5.4.b.</b> <b>Read on-level prose and poetry orally</b> with accuracy, appropriate rate, and expression on successive readings.</p> <p><b>RF.5.4.c</b> <b>Use context</b> to confirm or self-correct <b>word recognition and understanding</b>, rereading as necessary.</p>	<p>RF.5.4 (5.4 a,b,c) Students enjoy <b>reading aloud their Private Eye prose and poetry with accuracy and expression</b>. They become familiar with the vocabulary of their own and their classmates’ writings. Sharing and discussions help students <b>learn new vocabulary words and their meanings</b>. Different ways of using the same words stimulate lively conversations about text and reinforce students’ understanding of the printed words and their <b>usage in a variety of contexts</b>.</p>	<p><b>TPE core process (Part II, III, V)</b> <i>Part II: Process and Tools; Part III: The Interdisciplinary Mind Close-up; Part V: Curriculum Tour</i></p> <p>“Preview the Process: Loupe-Look with Questions and Write” p.16</p> <p>“Your Hand” p. 84-91</p> <p>“Sandwich Poem” p. 105</p>

**Writing Standards**  
Grade 5  
— a selection —


**The Private Eye — (5X) Looking / Thinking by Analogy**  
*A Guide to Developing the Interdisciplinary Mind*



Writing





Writing of all types — opinion, informative/explanatory, and narrative (even poetry) — blooms with The Private Eye. Using TPE process, students generate detailed observations, comparative thinking, inferences and insights, in naturally structured sequences. They record their observations, ideas, opinions, knowledge, inferences — in both written work and drawings (non-linguistic representation). In a Private Eye exploration, everyday objects become topics for research, the basis for presenting an informed opinion, or inspiration for characters in a narrative. The Private Eye Questions and loupe process naturally lead students toward goals of the CCSS: to “...learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events”.\*


\*from the CCSS p.18 College and Career Readiness anchor standards


Text Types and Purposes	The Private Eye Correlation	Lesson Examples
<p><b>W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</b></p> <p><b>W.5.1.a. Introduce a topic</b> or text clearly, <b>state an opinion</b>, and <b>create an organizational structure</b> in which related ideas are grouped to support the writer’s purpose.</p> <p><b>W.5.1.b.</b> Provide logically ordered <b>reasons</b> that are <b>supported by facts and details</b>.</p> <p><b>W.5.1.c. Link opinion and reasons</b> using words, phrases, and clauses (e.g., <i>consequently, specifically</i>).</p> <p><b>W.5.1.d.</b> Provide a <b>concluding statement or section</b> related to the opinion presented.</p> 	<p>Merriam Webster Dictionary defines an opinion as: <i>a belief, judgment, or way of thinking about something; what someone thinks about a particular thing.</i></p> <p>Using TPE, students easily <b>write an opinion piece</b>. An everyday object (e.g., a walnut, leaf, broccoli) becomes <b>the topic</b>. E.g.s.: “A leaf, up close, is another world.” “You think broccoli is boring, but it isn’t!” Indeed, louping an object with the 1<sup>st</sup> TPE Question <b>generates an opinion!</b></p> <p>Students expand their loupe-analogy lists to <b>introduce and profile the topic, and provide support for the opinion</b>. The metaphors and similes on their lists typically capture characteristics; they convey <b>literal, factual information, evidence</b>. But whimsy may also support an opinion. When a student chooses 3-5 observations /comparisons from a list to expand into sentences, these form one or more paragraphs — giving the writing a natural and <b>logical organizational structure</b>.</p> <p>With the 2<sup>nd</sup> TPE Question, students add <b>reasons for individual comparisons</b> using <b>linking words</b>: “It reminds me of that <b>because</b> ... “ All this supports the topic. An <b>overall judgment</b> about the object shines through, but can also be explicitly stated as a <b>conclusion</b>. During theorizing (e.g., in the “Dusty Miller” model), students make inferences and support them with detailed evidence drawn from testing. Reports from such theorizing are <b>longer opinion pieces</b>. Finally, a <b>topic for an opinion</b> piece is often generated from one comparison on an initial loupe-analogy list — and expanded.</p>	<p><b>TPE core process (Part II, III, V) Part II: Process and Tools, Part III : The Interdisciplinary Mind Close-up; Part V: Curriculum Tour</b></p> <p>“Preview the Process” pp. 16-17</p> <p>“The Intelligent Private Eye: Why did it remind me of <i>that?</i>” pp. 38-39</p> <p>“Your Hand” pp. 84-91</p> <p>“Critique Analogies”, p. 40</p> <p>“The Nature Essay” p.108</p> <p>“Assignment Analogy Hunt” p.120”</p> <p>“A Lesson in Theorizing — Today’s Puzzler: Dusty Miller” pp. 54-55. ( Use this model to investigate any subject. Write up your research conclusions and supporting evidence).</p> <p>“Change Angle of View” p.104</p> <p>“Close, Closer, Closest” p.104</p> <p>“Another version” p.104</p> <p>“Expand “The Bones” p.104</p> <p>“The Fingerprint and the Group” p. 196</p> <p>“Hands: Career Counseling” p.197</p>


Text Types and Purposes (con't)	The Private Eye Correlation	Lesson Examples
<p><b>W.5.2. Write informative/explanatory texts</b> to examine a topic and convey ideas and information clearly.</p> <p><b>W.5.2a. Introduce a topic clearly</b>, provide a general observation and focus, and group related information logically in paragraphs and sections; include formatting (e.g., headings), <b>illustrations, and multimedia</b> when useful to aiding comprehension.</p> <p><b>W.5.2.b.</b> Develop the topic with <b>facts, definitions, concrete details</b>, quotations, or other information and examples related to the topic.</p> <p><b>W.5.2.c Link ideas within and across categories of information</b> using words, phrases and <b>clauses</b> (e.g., <i>in contrast, especially</i>).</p> <p><b>W.5.2.d.</b> Use <b>precise language</b> and domain-specific vocabulary to inform about or explain the topic.</p> <p><b>W.5.2.e.</b> Provide a <b>concluding statement</b> or section related to the information or explanation presented.</p> 	<p>An everyday object (e.g., leaf, flower, rock, bug, strawberry) + the 5X loupe + the four TPE Questions provide a <b>built-in structure for writing an informative / explanatory piece</b>. It takes students over the hump of staring at a blank sheet, wondering where to start.</p> <p>The efficiency of the loupe-analogy list: It provides the topic with <b>concrete descriptive details instantly</b>. Most of the metaphors and similes listed will capture characteristics of the object, thus conveying <b>literal, factual information</b>. E.g., A crane fly, as delicate as a Chinese vase...</p> <p>A loupe-analogy list of <b>observations</b> also typically generates one or more <b>fresh ideas</b> (tucked into comparisons / analogies / metaphors / similes) around which a student <b>can focus a piece</b>.</p> <p>One of the beauties of TPE is that with it, students naturally <b>link ideas within and across categories</b> and express themselves in <b>precise language</b>.</p> <p>With the 2nd TPE Question, if they haven't done so already, students give <b>reasons</b> for individual comparisons ("This reminds me of _____ <b>because</b>....") — creating <b>additional topic support using words, phrases and clauses</b>. Finally, students craft a <b>concluding statement</b>.</p> <p>Whatever form the students' writing might take, TPE lessons motivate students to explore word meaning, conduct research and think critically. It propels them into <b>research reading to find facts to weave into their piece</b>.</p> <p><b>Illustrations:</b> Private Eye <b>drawings</b> encourage students to slow down, look carefully. The detail acquired in loupe-drawings reinforces <b>detail</b> in writing. Written work is informative and comprehensive because these writers are able to cite their own detailed illustrations as well as the factual knowledge they have acquired.</p> <p>For many <b>reluctant writers</b> TPE <b>drawing</b> is the perfect invitation to jump into writing. The confidence students feel after creating careful and detailed drawings generates pride and enthusiasm for writing. The "no wrong answers" climate and the focus on concrete objects makes it possible for all students to take chances and to participate fully in writing, sharing and revision.</p>	<p><b>TPE core process (Part II, III, V)</b></p> <p>"Preview the Process" pp. 16-17</p> <p>"The Intelligent Private Eye: Why did it remind me of <i>that?</i>" pp. 38-39</p> <p>"The Nature Essay" p. 109</p> <p>"Travel Writing (Diary of a Place)" p.109</p> <p><b>"Change Angle of View" p. 104</b></p> <p>"Close, Closer, Closest" p. 104</p> <p>"Another version" p. 104</p> <p>"Expand "the bones" p. 104</p> <p>"Memoirs / Autobiography Snapshots" p. 114</p> <p>"Animal Coverings: The Fabulous Body Suit" pp. 160-161</p> <p>"Analogy Acrobats — In Journalism", p. 119</p> <p>"Titles / Headlines" p. 120</p> <p>"A Lesson in Theorizing — Today's Puzzler: Dusty Miller" pp. 54-55. ( Use this model to investigate any subject. Write up your research conclusions and supporting evidence).</p> <p>"Drawing, Illustrating, Art using TPE" pp. 17, 26</p> <p><i>Part V: Art Tour</i> pp. 122-138</p> 



Text Types and Purposes (con't.)	The Private Eye Correlation	Lesson Examples
<p><b>W.5.3. Write narratives</b> to develop <b>real or imagined</b> experiences or events using effective technique, <b>descriptive details, and clear event sequences</b>.</p> <p><b>W.5.3.a.</b> Orient the reader by <b>establishing a situation</b> and introducing a narrator and/or <b>characters</b>; organize an <b>event sequence that unfolds naturally</b>.</p> <p><b>W.5.3.b.</b> Use narrative techniques, such as <b>dialogue, description,</b> and pacing, to develop <b>experiences and events</b> or show the responses of characters to situations.</p> <p><b>W.5.3.d.</b> Use <b>concrete words and phrases and sensory details</b> to convey experiences and events <b>precisely</b>.</p> <p><b>W.5.3.e.</b> Provide a <b>concluding statement</b> or section related to the information or explanation presented.</p> 	<p>Using TPE, students create flexible material <b>for writing narratives, real or imagined</b>. An everyday object (e.g., a fingerprint, a sea star leg, an apple cut to reveal the center caves and seeds) becomes the springboard for a <b>true story</b> (e.g., memoir), inspires creation and development of <b>fictional characters and plot</b>, or a serves as a whole planet on which a sci fi adventure unfolds (“Planet Urchin”, p. 106-107, TPE book).</p> <p>An everyday object + the 5X loupe + the four TPE Questions take students over the hump of staring at a blank sheet, wondering where to start.</p> <p>The loupe smashes clichés about an object and reveals a surprising, hidden world. TPE Questions insure plenty of ideas for what to write about, <b>uncover authentic feelings and thoughts</b>, and provide rich, <b>descriptive details, original action and plot sequences, intriguing landscapes,</b> and freshly imagined <b>characters</b> — whether the narrator is crafting an imagined or real story.</p> <p>Students draw on connections they have made in their original loupe-analogy list to develop their narratives. They use events from real life — or from experience tweaked into fiction. One of the beauties of The Private Eye is that with it, students naturally link ideas within and across categories.</p> <p>In even “ordinary” students, TPE process rouses <b>precise language: concrete words and phrases</b> (including <b>images</b> in the form of metaphors and similes) and <b>sensory details that make their stories come alive</b>.</p> <p><b>Concluding Statement:</b> When students write a <b>“Sandwich poem” or “Sandwich prose”</b> — they <b>learn one technique for closure</b>. Because the entire process is stimulating and integrated with the writer’s feelings, philosophies, and experience, students typically craft a conclusion that flows naturally from their narrated experiences or events. But a word of advice is still helpful: Create for a conclusion with zing!</p>	<p><b>TPE core process (Part II, III, V)</b> <i>Part II: Process and Tools, Part III : The Interdisciplinary Mind Close-up, Part V: Curriculum Tour</i></p> <p>“Sandwich Poem” p. 105</p> <p>“Planet Urchin” pp. 106-107</p> <p>“Change of Scale Stories” p. 107</p> <p>“Superheroes, Mythology, Real Life” p. 108</p> <p>“Mythology and Superheroes, Part 2 and Part 3” p. 109</p> <p>“Memoirs / Autobiography Snapshots” p. 114</p> <p>“The Family Memoir” p. 102</p> <p>“Analogy Acrobats” pp. 118-119          — To Set a Scene          — To Present Characters          — To Conceive Plot</p> <p>“Spider Lore”, pp. 116-117</p> <p>“The Night Circus”, p. 112</p> <p>“A Wrinkle in Time”, p. 112</p> <p>“The Big Analogy Book”, p. 118</p> 

Production and Distribution of Writing	The Private Eye Correlation	Lesson Examples
<p><b>W.5.4.</b> Produce <b>clear and coherent writing</b> in which the <b>development and organization are appropriate to task, purpose, and audience.</b> (Grade-specific expectations for writing types are defined in standards 1–3 above.</p>	<p>As students continue to use TPE process to generate many kinds of writing, their confidence rises, their time on task grows, their concentration and focus deepen. They produce <b>clear and coherent writing</b> as they become more fluent in drawing on connections they have made to <b>develop essays, letters, and narratives</b> that offer <b>original ideas, imaginative characters, thoughtfully organized plots, and rich details</b> that make their writing come alive.</p>	<p><b>TPE core process (Part II, III, V)</b>                      “Sandwich Poem” p. 105                      “Memoir / Autobiography Snapshots” p. 114                      “Travel Writing (Diary of a Place)” p. 108                      “Descriptive Writing: The Beach” p. 108                      “World’s Greatest Letters” (or emails!), p. 121                      “The Fingerprint &amp; Oral Histories” p. 198</p>
<p><b>W.5.5.</b> With guidance and support from peers and adults, develop and strengthen writing as needed by <b>planning, revising, editing and rewriting, or trying a new approach.</b> (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.)</p>	<p>After students generate their loupe-lists, they enter the <b>planning stage</b>: What kind of writing piece to create? Which of the “bones” (for poems, stories, essays) to use? How to order events or details? Where to expand an explanation? Once they’ve created a working draft, students enter <b>the revising and editing stage</b>: they can exchange work in peer editing session — or hand in work for editing and writing support from the teacher. <b>The editor’s job</b> is to suggest ways to not only <b>meet language and grammar conventions but also possible revisions</b> that <b>improve the order</b> and flow of information or events, that offer more interesting rhythms to sentences — or even <b>a new approach</b> — anything that would strengthen the writing, remove confusion, add color or pizzazz.</p> <p>Students then proceed to <b>revise / rewrite</b> a 2<sup>nd</sup> or 3<sup>rd</sup> draft.</p>	<p><b>TPE core process (Part II, III, V)</b>                      “Another Version” p. 104                      “Expand “the bones” p. 104                      “2nd drafts” p. 104                      “Notes on Revisions: On a 2nd/3rd Draft” p. 114</p> 
<p><b>W.5.6.</b> With some guidance and support from adults, <b>use technology</b>, including the Internet, <b>to produce and publish writing</b> as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p>	<p>The jeweler’s loupe (a magnifier) is considered <b>“technology”</b>.</p> <p>The writing and art students generate with The Private Eye is deeply linked to their own personal experience. It means so much to them that even shy students find themselves willing to <b>type their final drafts and share or publish them and their artwork</b> on web sites or in class-published “books” or school-wide displays.</p>	<p><b>TPE core process (Part II, III, V)</b>                      “Publish it!” p.121                      “Exhibit it!” p. 121</p> <p>“The 36 Week Plan — A Gift”, p. 102                      “The 36 Week Plan — A Greeting Card Factory”, p. 102                      “The 36 Week Plan — A Handmade Book”, p. 102</p>


Research to Build and Present Knowledge	The Private Eye Correlation	Lesson Examples
<p><b>W.5.7. Conduct short research projects</b> that use <b>several sources</b> to build knowledge through investigation of <b>different aspects</b> of a topic</p> 	<p>Research and evidence-based thinking is built into TPE process. Students tap into innate curiosity as they loupe-explore an object of choice — or one the teacher provides that relates to a course of study. An everyday object + loupe + The Private Eye’s four questions lead directly into <b>conducting research projects that build knowledge about an object / topic.</b></p> <p>With the first question of TPE process, students consider many <b>different aspects</b> of the object/topic. Using all four TPE Questions, <b>they conduct an investigation</b> into which clues (from their loupe-lists) shed insight, develop a <b>thesis or hypothesis</b> about some feature of their object, <b>conduct original research, then read</b> for more information and insight.</p> <p>When students write up or report on the “results” of their short research projects, they will include <b>several outside sources</b> that help answer questions or add insight to aspects of the investigation.</p> <p>(The Dusty Miller Lesson in Theorizing, pp. 54-55, TPE book, is a model of a short research project — but one that can grow into extended research depending on time and student involvement.)</p>	<p><b>TPE core process (Part II, III, V) Part II: Process and Tools, Part III : The Interdisciplinary Mind Close-up; Part V: Curriculum Tour</b></p> <p>“Pick a Pocket Museum” pp. 76-77</p> <p>“Preview the Process” pp. 16-17</p> <p>“Scientific Literacy”, p.51</p> <p>“The Research Habit”, p. 52</p> <p>“The Loupe + Analogy Bridge to theorizing: the central role of imagery in the arts and sciences”, p. 53</p> <p>“A Lesson in Theorizing — Today’s Puzzler: Dusty Miller” pp. 54-55. ( Use this model to investigate any subject. Write up your research conclusions and supporting evidence).</p> <p>“The Development of a Theory” (from simile and metaphor to theory) p. 56</p> <p>“Meet the Muse” p. 101</p> <p>“Geology — Crystals, Minerals, Rocks” p. 162</p> <p>“Sand” p. 162</p>
<p><b>W.5.8. Recall relevant information</b> from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>	<p>The first Private Eye question stimulates a student to <b>recall relevant information from experience</b> when considering any topic. “It reminds me of...” The next three TPE questions boost a student into explaining more about her thinking and lead into theorizing and <b>research — to gather relevant information on the topic.</b></p> <p>Creating personal analogies makes a subject more memorable — easier to recall; students readily extend their analogy lists into longer writing and research. Students “bond” with their object/subject of study. With a burst of motivation, students care to read for more information, are willing to take notes, and find it easier to recall that information for use in any kind of writing project. Team or solo Theorizing involves note taking and categorizing information as clues are considered and tested. Finally students consult outside sources, summarize thoughts, paraphrase research notes, summarize results of an inquiry, and list research sources.</p>	<p><b>TPE core process (Part II, III, V) Part II: Process and Tools, Part III : The Interdisciplinary Mind Close-up; Part V: Curriculum Tour</b></p> <p>“Your Hand” p.84-91</p> <p>“Sandwich Poem” p. 105</p> <p>“Preview the Process” pp. 16-17</p> <p>“Pick a Pocket Museum” pp. 76-77</p> <p>“The Secret of an Analogy”, p. 44</p> <p>“Power Analogies”, p. 45</p> <p>“A Lesson in Theorizing — Today’s Puzzler: Dusty Miller”, pp. 54-55 (Use this model to investigate any subject. Write up your research conclusions and supporting evidence).</p>


Research to Build and Present Knowledge (con't)	The Private Eye Correlation	Lesson Examples
<p><b>W.5.9.</b> Draw <b>evidence</b> from literary or informational texts to support analysis, reflection, and research.</p> <p><b>W.5.9a.</b> Apply <i>grade 5 Reading standards</i> to literature (e.g., <b>“Compare and contrast two or more characters, settings, or specific events</b> in a story or a drama, drawing on specific examples in the text.[e.g., how the characters interact]”)</p> <p><b>W.5.9b.</b> Apply <i>grade 5 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying <b>which reasons and evidence support which point[s]</b>”).</p>	<p>Students transfer The Private Eye’s comparative thinking method to analyzing literary or informational texts.</p> <p><b>5.9a.</b> Students <b>compare and contrast two or more individuals or characters, settings, specific events, etc.</b>, using the four TPE Questions tweaked. For example, for literature: “Who or What else does <u>this</u> character, setting, or event in a particular text remind me of in <u>that</u> other text or literature?” “Why did the character remind me of that other character?” What’s going on with this character? Why is she/he like that?” “If <u>this</u> character (in this text) reminds of <u>that</u> character (in that other text), could they be functioning in the piece in somewhat the same way — to represent the same basic experiences, hopes, dreams or schemes?” “Could they be in some way fundamentally alike?” etc. If so, how? And how are they different?</p> <p>Student examine their connections more closely and test their insights by <b>citing text in the story or drama as evidence.</b></p> <p><b>5.9b.</b> Students can work solo or with partners to investigate, analyze, reflect upon, discuss and record how an author uses <b>reasons and evidence to support particular points in a text.</b> In informational text, authors use both non-figurative and figurative language — including metaphors and similes — as evidence to support particular points. E.g., An author might say the winter weather was harsh by adding, as evidence, information embedded in figurative language: “The snow driven sideways burned her face.” “Her toes felt like they’d disappeared; she could no longer feel them.”</p>	<p><b>TPE core process (Part II, III, V)</b> <i>Part II: Process and Tools, Part III : The Interdisciplinary Mind Close-up; Part V: Curriculum Tour</i></p> <p>“Preview the Process” pp. 16-17</p> <p>“The Intelligent Private Eye: Why did it remind me of <i>that</i>?” pp. 38-39</p> <p>“Pick a Pocket Museum” pp. 76-77</p> <p>“Analogy Acrobats” pp. 118-119</p> <p>“The Research Habit”, p. 52</p> <p>“A Lesson in Theorizing — Today’s Puzzler: Dusty Miller”, pp. 54-55</p> <p>(Use this model to investigate any subject. Write up your research conclusions and supporting evidence).</p> 


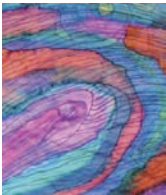


Range of Writing	The Private Eye Correlation	Lesson Examples
<p><b>W.5.10. Write routinely</b> over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>TPE process is perfect for <b>short bursts or for extended writing pieces in any genre or form</b>. Of course, the secret of success is in repetition. Whatever you repeat, you get better at and, with time, you build into a habit. Psychologists say it takes 21 days to build a habit, and habits need to be reinforced.</p> <p>By repeating TPE process applied to writing, students not only enjoy writing, they improve writing skills remarkably.</p>	<p><b>TPE core process (Part II, III, V)</b> <i>Part II: Process and Tools, Part III : The Interdisciplinary Mind Close-up; Part V: Curriculum Tour</i></p> <p>“A Better Brain?”, p. 59</p> <p>“Preview the Process” pp. 16-17</p> <p>“Your Hand” pp. 84-91</p> <p>“Meet the Muse” p. 101</p> <p>“The 36 Week Plan” p. 102</p> <p>“Sandwich Poem” p. 105</p> <p>“The Private Eye Portfolio / Journal / Diary / or Box” p. 103</p> <p>“A Journal of 72 Objects”, p. 107</p> <p>“A Diary in Objects”, p. 107</p> <p>“The Nature Essay” p. 108</p>





<p><b>Speaking and Listening Standards</b> Grade 5 — a selection —</p>	<p><b><i>The Private Eye — (5X) Looking / Thinking by Analogy</i></b> <i>A Guide to Developing the Interdisciplinary Mind</i></p>	
<p><b>Speaking &amp; Listening</b></p> 	<p>The Private Eye process creates a culture of safety and respect that makes teaching speaking and listening skills a joy. Because there’s “no wrong answer” and because each student is “a magnifier” for the rest – students quickly lose fear and share discoveries, observations and inferences. Students readily share their work and are highly motivated to enter into collaborative discussions — all the while building critical thinking skills.</p>	
<p><b>Comprehension &amp; Collaboration</b></p>	<p><b>The Private Eye Correlation</b></p>	<p><b>Lesson Examples</b></p>
<p><b>SL.5.1</b> Engage effectively in a range of <b>collaborative discussions</b> (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <p><b>SL.5.1.a.</b> Come to <b>discussions prepared</b>, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p><b>SL.5.1.c. Pose and respond to specific questions</b> by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p><b>SL.5.1.d</b> Review the key ideas expressed and <b>draw conclusions</b> in light of information and knowledge gained from the discussions.</p>	<p>TPE four questions + loupe + objects provide ready-made, year-round topics for <b>collaborative discussion</b>, a sequence of <b>questions students respond to and pose</b>, and a highly motivating structure for observing and expressing ideas clearly. E.g., students identify reasons and evidence for particular points (“Why did it remind me of ___?” “It reminds me of ___ because...” See TPE book pp. 38-39). In discussions, formal or informal, students work with partners, in <b>small groups, or in larger groups</b>. Discussions can be spontaneous—about an unexpected object of inquiry—or planned. They can focus on objects everyone in a group has access to. They can focus on TPE projects students have previously prepared (writings, artwork, research, etc.). They can involve only one stage of TPE or go all the way to the <b>discussions and analysis</b> of theorizing</p> <p>The nature of TPE Questions prompts students to <b>build and elaborate on one another’s observations, comparisons, inferences and conclusions</b>.</p> <hr style="width: 20%; margin: 10px auto;"/> <p>TPE overlaps tightly with CCSS: “... <i>ample opportunities [for students] to take part in a variety of rich, structured conversations...[to] contribute accurate, relevant information; respond to and develop what others have said; <b>make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.</b></i>” Common Core College and Career Anchor Standards for Speaking and Listening, p.22</p>	<p><b>TPE core process (Part II, III, V)</b> <i>Part II: Process and Tools, Part III : The Interdisciplinary Mind Close-up; Part V: Curriculum Tour</i></p> <p>“Preview the Process” pp. 16-17</p> <p>“The Intelligent Private Eye: Why did it remind me of <i>that</i>?” pp. 38-39</p> <p>“Your Hand” pp.84-91</p> <p>“What Am I?” p. 25</p> <p>“Sandwich Poem” p. 105</p> <p>“Memoir / Autobiography Snapshots” p. 114</p> <p>“Travel Writing (Diary of a Place)” p. 108</p> <p>“The Fingerprint &amp; Oral Histories” p. 198</p> <p>“A Lesson in Theorizing — Today’s Puzzler: Dusty Miller”, pp. 54-55 (Use this model to each children how to investigate a subject and how to collaborate in discussions — which boost the theorizing process. Write down tentative research conclusions and supporting evidence).</p>

Comprehension & Collaboration (con't)	The Private Eye Correlation	Lesson Examples
<p><b>SL.5.3. Summarize</b> the points a speaker makes and explain how <b>each claim is supported</b> by reasons and evidence.</p>	<p>During TPE “Show and Tell” classmates <b>listen to each other’s reports</b> about an object brought from home or collected — using TPE questions as a structural sequence for sharing observations, claims, ideas, points. Or classmates listen to more formal presentations of prepared TPE writings, artwork + any outside research by the speaker.</p> <p>Both speaker and listener share familiarity with using TPE Questions as their presentation structural guide. This foundation helps to <b>improve the quality of the listener’s comprehension and summarizing</b>. (Within TPE structure, there’s ample room for additional questions to arise.)</p> <p>The “listener’s” role: to summarize the current speaker’s points and how claims, observations, or a hypothesis were <b>supported by reasons and evidence</b>.</p> 	<p><b>TPE core process (Part II, III, V) Part II: Process and Tools, Part III : The Interdisciplinary Mind Close-up; Part V: Curriculum Tour</b></p> <p>“Preview the Process” pp. 16-17</p> <p>“The Intelligent Private Eye: Why did it remind me of <i>that</i>?” pp. 38-39</p> <p>“The Fingerprint &amp; Oral Histories” p. 198</p> <p>“Memoir / Autobiography Snapshots” p. 114</p> <p>“Travel Writing (Diary of a Place)” p. 108</p> <p>“A Lesson in Theorizing — Today’s Puzzler: Dusty Miller”, pp. 54-55 (Use this model to each children how to investigate a subject and how to collaborate in discussions — which boost the theorizing process. Write down tentative research conclusions and supporting evidence).</p>

Presentation of Knowledge and Ideas	The Private Eye Correlation	Lesson Examples
<p><b>SL.5.4. Report on a topic or text, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</b></p> 	<p>(This standard overlaps tightly with W.5.1.) Every TPE lesson invites students to <b>report on a topic</b>, e.g., “My Fingerprint”, or present <b>an opinion on a topic</b> — even as simple as: “You think broccoli is boring, but it isn’t!” TPE’s four inquiry questions provide an <b>organized, built-in, logical structure for generating a report on a topic</b> — leading a student to develop a <b>main idea or theme, always supported by relevant descriptive details and appropriate facts</b>. Remember: ideas, descriptive details, and facts all arise out of a student’s loupe-analogy list, expressed in figurative and non-figurative language. Embedded in those lively metaphors and similes are fresh ideas and connections, and <u>literal</u> characteristics and properties of an object, i.e., facts — expressed with the virtues of compression and precision.</p> <p>When reporting on their topics, students are animated and enthusiastic. Students develop an appreciation for other ways of thinking or approaching a subject. Widely divergent ideas are allowed to surface in this climate of mutual respect.</p>	<p><b>TPE core process (Part II, III, V)</b>  <i>Part II: Process and Tools</i>  <i>Part III: The Interdisciplinary Mind Close-up</i>  <i>Part V: Curriculum Tour</i></p> <p>“Preview the Process: pp. 16-17</p> <p>“The Intelligent Private Eye: Why did it remind me of <i>that</i>?” p. 38-39</p> <p>“Your Hand” p. 84-91</p> <p>“Memoir / Autobiography Snapshots” p. 114</p> <p>“Travel Writing (Diary of a Place)” p. 108</p> <p>“The Fingerprint &amp; Oral Histories” p. 198</p> <p>“Adopt a Tree”, p. 144</p> <p>“Seed Pods Pop”, p. 145</p> <p>“Flower Power!”, p. 146</p> <p>Origami Leaves”, p. 146</p>
<p><b>SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays n presentations when appropriate to enhance the development of main ideas or themes.</b></p> 	<p><b>Students make their own visual displays</b> to go with their TPE investigations. Loupe-drawing enhances the process of observing, reflecting, analyzing, writing, reading, theorizing. Students can use their smaller loupe-drawings or larger works of art, including change-of-scale artworks, for creating flip books, slide shows, or inspiration for videos. “What else does it remind me of? includes: in sound, movement, etc. so ideas for sound and movement develop along with the visual thinking. (See “Art Tour”, pp. 122-138)</p>	<p>“Plant Defense”, p. 147</p> <p>“George Washington Carver’s Garden ...”, p.148</p> <p>“A Cup of Soil”, p. 148</p> <p>“A Winding of Worms”, p. 149</p> <p>“Wild and Woolly — Insects”, p. 150</p> <p>“Barnacles and Other Strong Attachments”, p. 153-154</p> <p>“Slugs, Snails and Puppy Dog’s Tails”, pp. 157-159</p>
<p><b>SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 on pages 28 and 29 for specific expectations.)</b></p>	<p>Teachers can use TPE discussions and reports as an opportunity to teach students when to use informal speech and when to use formal English. For informal discussions, informal speech may be fine, but in a finished report, formal English is needed. Or, in a report, for e.g., quoting an outside speaker who’s used slang or otherwise spoke informally — captures authenticity and my add power and immediacy — while the reporter herself keeps to formal English.</p>	<p>“Animal Coverings - The Fabulous Body Suit”, pp. 160-161</p> <p>“A Lesson in Theorizing — Today’s Puzzler: Dusty Miller” (Use this model to investigate any subject) pp 54-55. (Write up your research conclusions and supporting evidence).</p> <p>“Science Tour”, pp 139-171 (Full of topics!)</p> <p>“Social Sciences Tour”, pp. 194-207 (Full of topics!)</p> <p>“Art Tour”, pp. 122-138 for Visual Displays &amp; Art</p>



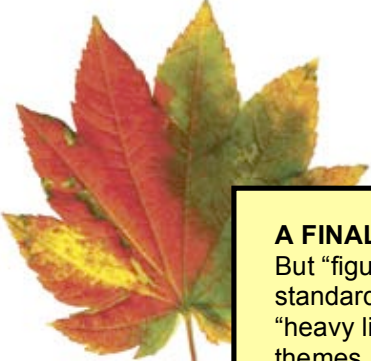
<p><b>Language Standards</b> Grade 5 — a selection —</p>	<p><b><i>The Private Eye — (5X) Looking / Thinking by Analogy</i></b> <i>A Guide to Developing the Interdisciplinary Mind</i></p>	
<p>Language </p>	<p>The Private Eye activities provide a powerful <b>teachable moment for grammar and usage</b>. With TPE, students <i>care</i> about what they've noticed, expressed and written. Their expressions contain fresh ideas and precise, colorful, figurative language. Their work is charged with personal meaning. Given this investment, students are especially open to <b>discussions about usage, language conventions, spelling, punctuation, sentence structure</b> and other basics of language. The quality of output begs for publication which students readily embrace with polished drafts.</p>	
<p><b>Conventions of Standard English</b></p>	<p><b>The Private Eye Correlation</b></p>	<p><b>Lesson Examples</b></p>
<p><b>L.5.1.</b> Demonstrate command of the conventions of standard English grammar and usage when <b>writing or speaking</b>.</p> <p><b>L.5.1.a.</b> Explain the function of <b>conjunctions, prepositions, and interjections</b> in general and their function in particular sentences.</p> 	<p>Teachable Moments for Grammar and Usage:</p> <p><b>L.5.1.a.</b> After students are comfortable using TPE for writing and speaking, there are ample opportunities to teach, discuss and have students reflect on and explain the <b>function of conjunctions, prepositions and interjections</b> in particular sentences. TPE Questions naturally elicit answers using <b>prepositional phrases and conjunctions</b>. They also elicit <b>interjections</b> due to the surprise at what's seen through a loupe combined with a student's own unexpected associations. With their TPE material, students fluidly create poems, stories, and personal essays using various kinds of conjunctions and prepositional phrases repeatedly. ("The barnacle reminds me <b>of</b> a volcano <b>and</b> an alien eye <b>and of</b> bad teeth. It reminds me <b>of</b> a volcano <b>because</b> it has a cone shape, an opening <b>at</b> the top, <b>and</b> sides that look <b>like</b> lava flows."). Students love interjections. e.g., "Ah, there're worms crawling!"</p> <p>After students have created a 1<sup>st</sup> draft of TPE writing, questions of grammar and usage are suddenly more relevant. Teachers can present variations on prepositions, variations on conjunctions, and advice on using interjections which students can try out in 2<sup>nd</sup> and even 3<sup>rd</sup> drafts.</p>	<p><b>TPE core process (Part II, III, V)</b> <i>Part II: Process and Tools</i> <i>Part III: The Interdisciplinary Mind Close-up</i> <i>Part V: Curriculum Tour</i></p> <p>"Preview the Process" pp.16-17</p> <p>"The Intelligent Private Eye: Why did it remind me of <i>that?</i>" pp. 38-39</p> <p>"Your Hand" p. 84-91</p> <p>"Sandwich Poem / Prose" p. 105</p> <p>"Critique Analogies" p. 40</p> <p>"Examine Analogies" p. 41</p> <p>"Analogy [Phrasing] Options — Similes, Metaphors" p. 111</p> <p>"Another Version" p. 104</p> <p>"Expand "the bones" p. 104</p> <p>"2nd drafts" p. 104</p> <p>"Notes on Revisions: On a 2nd/3rd Draft" p. 114</p> <p>"A Lesson in Theorizing — Today's Puzzler: Dusty Miller" (Theorizing brings up more complicated reasoning, therefore more complex sentences.) pp 55-55.</p>

Conventions of Standard English (con't)	The Private Eye Correlation	Lesson Examples
<p><b>L.5.1.c. Use verb tense to convey</b> various times, sequences, states, and conditions.</p> <p><b>L.5.1.d. Recognize and correct inappropriate shifts in verb tense.</b></p>	<p>Teachable Moments for Grammar and Usage:</p> <p><b>L.5.1.c</b> Because TPE writing is enjoyable for students to create, it's enjoyable for them to reflect on various effects that changes of language can bring, including <b>changes of verb tense</b>. It's interesting for students to see/feel the difference between a story told in <b>present tense vs. past tense</b>, for example. The present tense makes a story so much more immediate, but past tense has a wistfulness to it, or adds poignancy because events can no longer be changed. As 5<sup>th</sup> graders consider, discuss, and run experiments with in their writing, they begin to experience some of the control that professional writers exercise over language choices.</p> <p><b>L. 5.1.d.</b> Students' personal investment in their TPE writing, increases their interest in grammar and usage issues, including <b>recognizing and correcting inappropriate shifts in verb tense</b>.</p>	<p><b>TPE core process (Part II, III, V)</b>  <i>Part II: Process and Tools</i>  <i>Part III: The Interdisciplinary Mind Close-up</i>  <i>Part V: Curriculum Tour</i></p> <p>“Another Version” p. 104  “Expand “the bones” p. 104  “2nd drafts” p. 104  “Notes on Revisions: On a 2nd/3rd Draft” p. 114</p>
<p><b>L.5.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>L.5.2.a. Use punctuation to separate items in a series.</b></p> <p><b>L.5.2. b. Use a comma to separate an introductory element</b> from the rest of the sentence.</p> <p><b>L.5.2. d. Form and use regular and irregular verbs.</b></p>	<p><b>L.5.2.a</b> Using the first TPE Question, students often create <b>items in a series</b>, so it's a great time to teach them to use <b>commas to separate</b> the items. E.g.: “My whole hand is like one wild jungle with ponds, rivers, prairies, and animals — all in a six inch area.”</p> <p><b>L.5.2.b</b> As students begin to explain why one thing reminds them of another, it's an opportunity to teach them to use a <b>comma to separate an introductory phrase</b> from the rest of the sentence. E.g.: “Because they are narrow and deep and form parallel rows, the lines in my thumbprint remind me of a plowed field.” Or: “Before I looked through a loupe at an ant, all I wanted to do was squish it! Now I think ants are cool.”</p> <p><b>L.5.2. d.</b> Students will naturally form and use regular and irregular verbs in their TPE writing. It's an opportunity to teach students to form them correctly.</p> <p>TPE writing is an opportunity for students to <b>practice copy editing</b> their own work or a peer's work. If work is to be displayed or “published”, motivation to have everything “correct” is especially high.</p>	<p><b>TPE core process (Part II, III, V)</b>  <i>Part II: Process and Tools</i>  <i>Part III: The Interdisciplinary Mind Close-up</i>  <i>Part V: Curriculum Tour</i></p> <p>“Preview the Process” pp.16-17  “The Intelligent Private Eye: Why did it remind me of <i>that?</i>” pp. 38-39  “Your Hand” p. 84-91  “Sandwich Poem / Prose” p. 105  “Analogy [Phrasing] Options” p. 111  “2nd drafts” p. 104  “Notes on Revisions: On a 2nd/3rd Draft” p. 114</p>

Knowledge of Language	The Private Eye Correlation	Lesson Examples
<p><b>L.5.3.</b> Use knowledge of language and its conventions when <b>writing, speaking, reading, or listening</b>.</p> <p><b>L.5.3.a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</b></p> <p><b>L.5.3.b. Compare and contrast</b> the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>	<p>All four TPE Questions lead students to <b>make fresh connections and develop intriguing comparisons</b> when writing, speaking, listening. The process automatically gives students plenty of stimulating, personal material to <b>expand, combine or reduce</b> for meaning to engage readers/listeners.</p> <p>With first TPE Question students create a list of original metaphors and similes which they expand or incorporate into sentences. These metaphors and similes have powerful virtues that come into play in this standard: they <b>convey ideas precisely, colorfully, and have built-in compression — all raising reader/listener interest.</b></p> <p>The next TPE Questions give students practice in <b>expanding their observations and comparisons</b>: “Why did it remind me of that?” “It reminds me of ____ because ____.” — which takes students and listener into reasons (and sentences) supporting their comparison. Continuing with TPE Questions develops inferences, insights. After a 1<sup>st</sup> draft, students practice editing: expanding, combining, reducing sentences for clarity, better rhythm, etc.</p> <p>Classroom discussions center on word meanings and nuances, the imaginative use of language, and powerful words. Discussion, writing, and revision all naturally engage students in learning and expanding <b>knowledge of language and conventions</b> for use in writing, speaking, reading or listening.</p>	<p><b>TPE core process (Part II, III, V)</b> <i>Part II: Process and Tools, Part III: The Interdisciplinary Mind Close-up; Part V: Curriculum Tour</i></p> <p>“Preview the Process” pp.16-17</p> <p>“Your Hand” pp. 84-91</p> <p>“Sandwich Poem” p. 105</p> <p>“Planet Urchin”, p. 107</p> <p>“The Secret of an Analogy”, p. 45</p> <p>“Power Analogies”, p. 45</p> <p>“The Intelligent Private Eye: Why did it remind me of <i>that?</i>” pp. 38-39</p> <p>“2nd drafts” p. 104</p> <p>“Notes on Revisions: On a 2nd/3rd Draft” p. 114</p>

Vocabulary Acquisition and Use	The Private Eye Correlation	Lesson Examples
<p><b>L.5.4. Determine or clarify the meaning</b> of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i>, choosing flexibly from a range of strategies.</p> <p><b>L.5.4.a. Use context</b> (e.g., <b>cause/effect relationships and comparisons</b> in text) as a clue to the meaning of a word or phrase.</p> <p><b>L.5.5.c. Consult reference materials</b> (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or <b>clarify the precise meaning of key words and phrases</b>.</p>	<p>The process of observing and thinking by analogy — which students get very good at over time using The Private Eye — unlocks vocabulary and phrasing. In TPE process, students learn to pay greater attention to details, and to make observations and connections using fresh, <b>comparative language</b>. As part of the process, students investigate <b>cause/effect relationships</b> suggested by their comparisons and make inferences; students often draw insights “beyond their years”. This gives students a jump on using context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>Using TPE Questions to generate comparisons as they observe an object, students surprise themselves with words and phrasings they may have heard or read but never before actively <u>used</u>. In the culture of openness that TPE generates, students are motivated to find out <b>word meanings</b> as well as to use and learn other new words. They like trying out their new words and seeing how they work in <b>different contexts</b>. It’s not the words alone, it’s the thinking behind the words/phrases that stimulates students!</p> <p>Classroom discussions center on word meanings and nuances, the imaginative use of language, and powerful words. Students are motivated to <b>expand vocabulary and consult reference materials</b>.</p>	<p><b>TPE core process (Part II, III, V)</b> <i>Part II: Process and Tools, Part III: The Interdisciplinary Mind Close-up; Part V: Curriculum Tour</i></p> <p>“Preview the Process: Loupe-Look with Questions and Write” pp.16-17</p> <p>“The Loupe Questions”, p. 25</p> <p>“The Intelligent Private Eye: Why did it remind me of <i>that?</i>” pp. 38-39</p> <p>“Your Hand” pp. 84-91</p> <p>“Analogy Anatomy” pp. 42-43</p> <p>“Critique Analogies” p. 40</p> <p>“Examine Analogies” p. 41</p>



Vocabulary Acquisition and Use (con't)	The Private Eye Correlation	Lesson Examples
<p><b>L.5.5.</b> Demonstrate <b>understanding of figurative language</b>, word relationships, and nuances in word meanings.</p> <p><b>L.5.5.a.</b> Explain the <b>meaning of simple similes and metaphors</b> (e.g., <i>as pretty as a picture</i>) in context.</p> <p><b>L.5.5.b.</b> Recognize and explain the meaning of <b>common idioms, adages, and proverbs</b>.</p> <p><b>L.5.5.c.</b> Use the <b>relationship between particular words</b> (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p> 	<p>Using TPE, students create <b>figurative language with ease — in the form of metaphors and similes</b> as they answer the 1<sup>st</sup> question of TPE process: <i>“What else does this remind me of? What else does it look like? Or move like? or Feel like? What else? What else? What else?”</i> Prompted by the 2<sup>nd</sup> TPE Question, <i>“Why did it remind me of that?”</i>, students explore and explain <b>the meaning of the similes and metaphors</b> (the underlying characteristics shared by the two sides of their comparisons): “He has a nose like a beak.” = “a nose as pointed or sharp or long as a bird’s beak”. Discussion also reveals that phrases can be compressed: “He has a <i>beak-like</i> nose.” Repeating the process, students gain fluency and ease in making their own figurative language — and this deep familiarity improves their ability to <b>recognize and interpret figurative language in texts</b>, including <b>idioms, adages and proverbs</b>. Idioms, adages and proverbs often involve a metaphor or simile: “A chain is no stronger than its weakest link.”</p> <p>With TPE, classroom discussions center on word meanings and nuances, the imaginative use of language, and powerful words. Discussion, writing, and revision all naturally engage students in figurative language, in metaphoric, analogical thinking.</p>	<p><b>TPE core process (Part II, III, V)</b> <i>Part II: Process and Tools, Part III: The Interdisciplinary Mind Close-up; Part V: Curriculum Tour</i></p> <p><b>(Note: Similes and metaphors are actually compressed analogies.</b> See TPE book pp. 42)</p> <p>“Preview the Process” pp.16-17</p> <p>“The Loupe Questions”, p. 25</p> <p>“The Intelligent Private Eye: Why did it remind me of <i>that?</i>” pp. 38-39</p> <p>“Your Hand” pp. 84-91</p> <p>“Sandwich Poem” p. 105</p> <p>“The Loupe Questions”, p. 25</p> <p>“Analogy Anatomy” pp. 42-43</p> <p>“Critique Analogies” p. 40</p> <p>“Examine Analogies” p. 41</p> <p>“Analogy [Phrasing] Options — Similes, Metaphors” p. 111</p>
<p><b>A FINAL NOTE:</b> The Private Eye is a powerful tool for developing <b>figurative language</b>. But “figurative language” is not <i>just</i> “figurative language” — to be saved for a few standards. As noted in many of these Correlations, metaphors and similes are the “heavy lifters” of literacy! They provide fresh connections and insights; they express themes, add precision, color and details, engage the reader or listener’s imagination, make settings, events and characters come to life. Making a metaphor or simile (thinking by analogy) is an act of close observation and mental comparison.</p> <p>Given that metaphors and similes are compressed analogies and that analogical thinking is the root of thinking, indeed the root of language itself, making and understanding metaphors and similes needs to be a year-round pursuit. The Private Eye makes this pursuit easy and riveting for students.</p>		